

Galveston Independent School District



Galveston Independent School District's (GISD) strategic compensation plan differentiates pay based on observational evaluations and student achievement at the classroom and school levels. The plan uses a value-added model to measure educators' effect on student achievement. In addition, the district will take into account changes in the high school completion rate, average daily attendance, and discipline referrals, suspensions, and expulsions. Principals and Mentor/Master teachers will use a standardized rubric to evaluate teachers' pedagogical practices.

Participating Districts/Schools

GISD's performance-based compensation program will affect 436 teachers, 54 administrators, and over 6,300 students. With over 2,000 homeless students, 77 percent of GISD's student population is economically disadvantaged. Galveston's annual teacher attrition rate is 22.1 percent. GISD has three exemplary schools based on the State Rating System, five acceptable campuses, and three unacceptable campuses. On the federal rating system of AYP, five GISD campuses met AYP, two campuses missed due to math, and one campus missed in both reading and math. The district's overall rating from the state is unacceptable due to the dropout rate. Minority students show significant gaps in performance in science and math. Additionally, only 32 percent of Hispanic students participate in college entrance exams as compared to the district percentage of 54 percent.

Program Goals and Evaluation

GISD has an overarching goal to improve student achievement by differentiating teacher and principal salaries based on student achievement at the school and classroom levels. To help achieve its goal, the

district has developed seven separate objectives. GISD intends to:

- (1) Develop and implement a data system
- (2) Develop strategies to ensure that 100 percent of its students have access to a certified math or ELL teacher
- (3) Reduce the voluntary attrition rate to 5 percent
- (4) Provide teachers with continuous support and feedback through formal classroom observations
- (5) Increase the number of teachers and principals whose students perform at or above proficiency on state assessments or faculty evaluations
- (6) Increase the percentage of the district's personnel budget devoted to performance-related payments
- (7) Increase the number of effective teachers and principals GISD has developed

The purposes of the external evaluation are to provide data/information to support the

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| Location | Galveston, TX |
| Schools | 12 |
| Teachers eligible | 436 |
| Planning year | Yes |
| Partners | N/A. |

development of the Galveston incentive program and its support systems and to improve student outcomes. During Year 1, the Wexford Institute will work with district/project staff to create complementary internal and external evaluation processes, assess the quality of developing services, align the external evaluation process to provide useful and timely data to decision-makers, and collaborate with district/project staff to identify all data necessary for incentive payments. In the grant's continuing years, the district, working closely with the Wexford Institute, will integrate data from the internal and external evaluations.

The initial program evaluation design includes descriptive, quantitative, and qualitative methods to answer evaluation questions related to site and district change; development of the incentive program; quality of program services and implementation; progress on performance outcomes, and sustainability. The evaluation will collect data from administrators, teachers, students, parents/families, and district records.

Measurement and Incentives

Measures will include student achievement on state and national examinations; high school completion rates; average attendance; and discipline actions. Principals and trained teacher evaluators will use a rubric to evaluate a teacher's classroom practices. A teacher's level of compensation will be contingent upon how effectively he or she meets each of the defined criteria.

Reward Structure

Student performance, classroom evaluations, Mentor/Master status, and participation in professional development will determine the level of teacher and principal incentives. Master and Mentor teachers will have a higher base salary because they will take on additional responsibilities. Teachers or principals not participating in the assigned professional development are ineligible to receive an incentive.

Using Evaluation Results to Inform High-Quality Professional Development

The Assistant Superintendent for Curriculum and Instruction will develop a schedule for teachers'

professional development based on student achievement and the classroom evaluations. Teachers on all campuses will participate in district-wide trainings and meetings. After each classroom evaluation, teacher evaluators will give targeted professional development based on their findings.

Wexford Institute will work with district and project staffs to identify and define the knowledge, skills, and observable classroom practices that are the expected outcomes of the professional development programs available to the teachers. The external evaluators will use Guskey's model for evaluation of professional development, which includes a focus on: participants' reaction to professional development, participants' learning as evidence of increased knowledge, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes.

Using Performance-Based Compensation to Inform Key Personnel Decisions

All data collected from student achievement and classroom evaluations will inform teacher and principal tenure and retention decisions. Though the process for making retention and tenure decisions will be refined as the performance-based compensation system (PBCS) is developed, the district intends to institute the process by Year 2 of the grant. The district will spend Year 1 collaborating with teachers, parents, students, central administration to develop the PBCS.

Resources and Sustainability

GISD is committed to sustaining the program after the grant ends. The district will study the performance gains resulting from the new PBCS. The TIF project team will work closely throughout the grant with the School Board to develop the plans for sustaining the program. Annually, GISD will provide budget projections along with performance reports to the School Board. The district will increase its matching funds each year to bridge to a greater district percentage of the performance-based compensation. This will occur through annual salary increase planning discussions.

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